DOCUMENT RESUME

ED 074 847 FL 003 938

| | |
|---|---|
| AUTHOR | Saad, Geti, Comp. |
| TITLE | Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. |
| INSTITUTION | National Science Foundation, Washington, D.C. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| REPORT NO | TT-72-53025-3 |
| PUB DATE | 71 |
| NOTE | 54p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Adult Education; *Annotated Bibliographies; Childhood; Comparative Education; Curriculum Development; *Educational Administration; *Educational Finance; *Educational Objectives; Educational Research; Elementary Education; Psychology; Social Sciences; Sociology; Teacher Education; Textbooks; Womens Education |
| IDENTIFIERS | *Pakistan |

ABSTRACT

This annotated bibliography lists 108 entries of selected educational materials in Pakistan covering the period from July through September 1971. Twnety-nine categories include: (1) administration, organization, and financing of education, (2) adult education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) educational objectives, (8) educational planning, (9) educational reform, (10) elementary and secondary education, (11) examinations, (12) extra curricular activities, (13) history of education, (14) Islamic education, (15) libraries, (16) medical education, (17) philosophy of education, (18) psychology, (19) science education, (20) sociology, (21) special education, (22) students' problems, (23) teachers, (24) technical education, (25) textbooks, (26) women's education, (27) general, (28) teaching methods and media, and (29) author index. (RL)

ED 074847

TT 72-53025/3

# SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 5 No. 3, 1971

Period Covered

July-September 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 003 938

Compiled for the Office of Education, U.S.Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Mrs. Geti Saad.

C O N T E N T S


| | | Page |
|---|---|---|
| 1. | Administration, Organisation, and Financing of Education ... ... | 1 |
| 2. | Adult Education ... ... | 2 |
| 3. | Childhood Education ... ... | 3 |
| 4. | Comparative Education ... ... | 4 |
| 5. | Curriculum ... ... | 4 |
| 6. | Development of Education ... ... | 5 |
| 7. | Education Goal ... ... | 6 |
| 8. | Education Planning ... ... | 7 |
| 9. | Educational Reform ... ... | 10 |
| 10. | Elementary Secondary Education ... ... | 12 |
| 11. | Examination ... ... | 14 |
| 12. | Extra Curricular Activities ... ... | 16 |
| 13. | History of Education ... ... | 17 |
| 14. | Islamic Education ... ... | 17 |
| 15. | Libraries ... ... | 18 |
| 16. | Medical Education ... ... | 28 |
| 17. | Philosophy of Education ... ... | 29 |
| 18. | Psychology ... ... | 30 |
| 19. | Science Education ... ... | 31 |
| 20. | Sociology ... ... | 33 |


Continued on page ii.

CONTENTS (Continued)


| | Page |
|---|---|
| 21. Special Education ... ... | 33 |
| 22. Students' Problems ... ... | 34 |
| 23. Teachers ... ... | 34 |
| 24. Technical Education ... ... | 35 |
| 25. Textbooks ... ... | 37 |
| 26. Women's Education ... ... | 37 |
| 27. General ... ... | 38 |
| 28. Teaching Methods and Media (Special Section) ... ... | 40 |
| 29. Writers' Index ... ... | 50 |


**********

ADMINISTRATION, ORGANIZATION, AND FINANCING OF EDUCATION

1. IDREES, Mohammad. Can We Avert This Disaster? --- Pakistan Times (Lahore) August 20, 1971.

Malpractices in examinations sprouted the day when it was found out that the easiest way to get into a college of one's choice was to produce a fat score in matriculation examination. The Board examinations of recent years have earned the highest marks for third-rate students. Those who failed to corrupt the examination machinery sought admission by pulling other strings. The problem of college admission is twofold. If the object is to preserve quality, heads of institutions should be left alone. The disaster wrought by the merit-cum-quota system is well-known. College selection boards should be free to determine how many candidates they will admit and on what basis. The other aspect relates to quantity. If the idea is to give every applicant a college seat, that many seats have to be created. Efforts are needed in both directions: to produce quality and to provide quantity. We have sacrificed the quality of our better colleges to quantity. We cannot allow thousands of matriculates to go jobless and collegeless. We can start by converting every high school into a polytechnic to teach basic skills to those who want to learn. Unemployed skilled manpower is less of a liability than unemployed unskilled manpower. It is time to setup technical components in our colleges to impart low-level technology to those who want to acquire it.

2. KHAN, Malik Mohammed Yousuf. School Kay Dhanchay Mein Zehaanat Ka Iste'maal (The Use of Intelligence in Education) --- Ta'aleem-o-Tadrees (Lahore) 4(4): 18-48, July 1971 (U).

In developed as well as developing countries two things are of basic importance in reforming the structure of education. The first thing is to make secondary and higher education common so that children from all strata of society specially intelligent children from the lower strata, may sit and study together and have equal opportunity to learn. The second thing is to produce technically trained manpower for a developing economy. Maximum opportunity for the use of intelligence, in keeping with the national requirements from the economic point of view, should be the guiding policy of any progressive education system.

We should find out the main hurdles in the maximum utilization of intelligence and try to remove them. It is suggested that these problems should be solved with the results of the researches done

in Sweden and other places. The subject is discussed in detail from all angles with the help of available statistics.

3. RAHMAN, M.S. Education Board --- Pakistan Observer (Dacca) September 13, 1971.

Reports have recently appeared in the press on the gross errors in the tabulation and announcement of the results of examinations conducted by an examining body. These errors reflect lack of care and responsibility on the part of those who conduct, prepare, and publish the results. The purpose of this article is to bring to light only a few examples of the cases of such negligence. To quote only one example, a student who appeared at the SSC/HSC examination was 'referred' back in a subject. But subsequent scrutiny revealed that it was due to some error that his name was not included in the list of the successful candidates. This is a case of carelessness of the Board of Intermediate and Secondary education in preparing the results. It is, therefore, necessary to have some fool-proof method of handling a candidate's scripts and the preparation of results. Most of the examiners, scrutinizers, and tabulators are preoccupied with their own pursuits and try to rush through their work within the stipulated time.

4. SHAMI, Parwaiz. Government in Education --- Pakistan Educational Review (Islamabad) 7: 143-156, July 1971.

The present administrative setup of education in Pakistan inhibits initiative and creative self-expression. From the elementary to the secondary and from the collegiate to the university stages, administration has failed to inspire the core areas of school or college life. The administration has failed to conduct a dynamic and itemized synthesis of teachers, students, equipment, ideology, and methodology.

Education and its management have all along been regarded as an inferior activity. The points to be understood are: 1) that education is a highly broad-spectrum service which is the fountain-head of all services in the country; 2) that it should be given far greater importnace than hitherto in national ideas, ideology, ambitions and aspirations; and 3) that the process of the actual administering of education is far more vital than any process of theorizing or philosophising any of its codes.

ADULT EDUCATION

5. Adult Literacy --- Morning News (Dacca) September 20, 1971.

The statistics released by the UNESCO on International Literacy Day may tend to indicate that a crucial point has been reached

in the massive world efforts to wipe off illiteracy. But in spite of an unprecendented leap forward in technology and an explosion of information, the gigantic task still remains unaccomplished. On the credit side, the world figure of literates has risen by 600 million since 1950, the rate of increase keeping ahead of the rate of population growth. However, the number of illiterates in the world still stands at 783 million, and, even according to optimistic estimates, this number is not likely to come down below 650 million or about 15 per cent in the next thirty years. Keeping in view the immense progress science and technology has made during these years, the figures are depressing. In East Pakistan particularly, where the growth of population is immensely high, adult education calls for urgent and immediate attention. It is unfortunate that the adult literacy program has not been given the priority it deserves. It should be realized that talk of economic and social development will remain unreal so long as 80 per cent of the population in the country is unable to read and write.

CHILDHOOD EDUCATION

6. HAQUE, Mozammel. Look What Your Child is Learning! --- Pakistan Observer (Dacca) August 5, 1971.

Every nation in the world has its own culture, tradition, and an ideology. But so far little attention has been paid to creative education free from the prejudices of the past. In this connection some suggestions are given below: 1) The Islamic ideology should constitute the central idea of our national life, and the whole system should be reoriented and reconstructed to conform to it. 2) An Islamic University should be established to impart modern technological and scientific knowledge to the citizens and to regulate the individual and social life of the Muslims in accordance with the teachings of Islam. 3) Emphasis should be placed on higher education, and a large number of colleges should be established to accommodate the maximum number of students. 4) Only one system of education, the Madrassah system should be recognized and reorganized. 5) A harmonious blending of the secular and non-secular subjects should constitute the basis of curriculum development. 6) No co-education should be allowed beyond the primary stages. Separate universities for women should be established without further delay. 7) Open honors course should be allowed in all colleges which are financially sound. 8) Every Masjid (Mosque) should be made a seat of learning. 9) Primary classes should be attached to every masjid. 10) Imams and Muazzins should be given training

and short refresher courses to make them effective working teachers and should be paid adequate remuneration for their work. and 11) The younger generation should be given a good grounding in the ideology of Pakistan.

COMPARATIVE EDUCATION

7. BUTT, Mahmoodul Hasan. Role and Rationale of Educational Aid in Developing Countries --- Pakistan Educational Review ( Islambad ) 7: 66-74, July 1971.

Developed nations have tried in various ways to reach out to the undeveloped or the under-developed societies of the world. In the last few centuries such encounters took the form of colonization. Although the transnational contacts have changed dramatically during the last quarter of a century, yet the undeveloped countries find it very difficult to overcome some of the harsh memories of the earlier contacts, particularly when even today educational aid, like foreign aid in general, has been channeled with an eye to the exigencies of cold war.

In recent years the policy rationale for educational aid has been to make available to peace-loving people all modern technical knowledge in order to help them realize their aspirations for a better life. The substantive motives of aid-giving countries have been briefly described. It is pointed out that the motives are all right, but the interpretation that the aid-giving countries put on these motives makes the aid unpleasant. The different facets of educational aids are discussed.

CURRICULUM

8. KAZMI, Ali Shabbar. A Theoretical Design for Curriculum Reconstruction --- Pakistan Educational Review ( Islamabd ) 7: 78-92, July 1971.

Any conception of curriculum consists of certain component elements, such as curriculum objectives, learning experiences, contents, and evaluation. During recent years attempts have been made to construct curriculum models on the basis of curriculum theories. There are two approaches to such reconstruction, inductive and deductive. Both these approaches have their faults which have been discussed in the article.

The writer has attempted to build a theoretical design for curriculum reconstruction based on all the learning which is planned and guided by the school. The design is accompained with a schematic representation. There is a detailed discussion of the objectives,

learning experiences, content, and evaluation which constitute the main components of any curriculum reconstruction.

DEVELOPMENT OF EDUCATION

9. AFREEDI, Mohammad Azim. Qabaeli Elaqey Shahrah-e-Taraqqi Par ( Tribal Areas on the Path of Progress ) --- Hurriyat (Karachi) August 18, 1971 (U).

The government has been making every effort to promote education in the tribal areas of the N.W.F. province. When Pakistan came into being in 1947, there were only 71 schools, in these areas, whereas the number has now risen to 400. In addition, a degree college and two intermediate colleges have been opened. The government spent 8.8 million rupees during the Second Five-Year Plan and during this period two colleges, six high schools, 14 middle schools, 18 lower middle schools, 64 primary schools and two technical workshops were setup. Five million rupees were also earmarked for scholarships among tribal students. One intermediate college was established in Meeranshah in 1962 which has now been raised to the status of a degree college. During the Third Five Year Plan, a sum of about seven million rupees was distributed as scholarships among two thousand students.

10. Sind Ka Naya Daur-Ta'aleem ( New Era in Sind- Education ) --- Hurriyat ( Karachi ) August 15, 1971 (U).

During the financial year 1970-71, 1618 primary schools were setup in Sind and 67 school buildings were constructed during the same period, three thousand trained teachers were employed : 105 primary schools were raised to the status of Middle schools and funds were made available for residential high schools. During last year alone, 5 million 28 thousand rupees were spent for primary schools and 16 million, 375 thousand rupees for secondary schools respectively. Besides 1 million 2 hundred thousand rupees were spent by the government on the development program of N.E.D. Engineering College. Apart from this, the Universities were provided development aid of rupees 1 million 336 thousand for the implementation of their development programs. Three million and 360 thousand rupees were made available for scholarships. A number of teachers were sent abroad for higher education. According to revised statistics forty eight million and two hundred thousand rupees were spent last year on education.

EDUCATION GOAL

11. ASLAM, Khawaja Mohammad. Ta'leem Ka Maqsad ( The Aim of Education ) --- Mashriq ( Karachi ) July 2, 1971 (U).

Education seems to have lost its meaning and purpose and has become an indsutry for the benefit of those who are running private educational institutions. In the process the students have lost the sense of direction. There is unrest and chaos, and lack of respect for teachers has made the situation worse. This can be stopped only when we change the whole structure of the existing system of education. We need to instil in our students an urge to acquire knowledge , especially in the field of science and technology. This can be done through the force of education and not by enforcing corrective measures backed by the law.

12. ISHAQUE, Shamsuddin Mohammad. National Education --- Morning News ( Dacca ) July 18, 1971.

The writer suggests as follows : 1) Every Muslim teacher and student of secondary schools, colleges and universities should be required to receive instruction in the tenets of Islam by a suitable religious authority recognized by the Government. 2) A national dress should be prescribed immediately, and the educational institutions, including Madrassaha, should be selected on a priority basis for the introduction of the uniform. 3) Histories of Islam, Pakistan, and the Muslim world should be taught as required subjects at all levels of education. 4) Efforts should be made to develop universities in the shortest possible time into truly modern universities comparable to the universities of the highly advanced countries. They should have a balanced socio-cultural setup in which, as in Russia and China, incentives for good and creative work should be provided. 5) Lectures should be delivered in one of the national languages and all necessary books should be translated on an emergent basis by qualified persons. 6) Co-education should be completely abolished as in Azad Kashmir, and participation by girl students in dancing and music in educational campuses should be prohibited. 7) Films and theatrical performances that are likely to come in conflict with the Quranic teachings and national ideology should be banned. and 8) The problem of evolving only one system of education for the school and Madrassah students should be phased . . out under a long term plan.

13. KHALEQ, Selina. Aamader Shikkha ( Our Education ) --- Dainik Pakistan ( Dacca ) July 13, 1971 (B).

In the modern technological world only those nations that are scientifically advanced in almost all fields of human activity, can preserve their independence and exert their influence on other nations.. Science helps the improvement and maintenance

of a peaceful democratic life. At the primary school level, Science can help the children avoid a variety of conflicts inherent in modern life. If the objective is to establish a good democratic society, the beginning is to be made from home and the primary schools. They are the nurseries to help the future generations and inculcate in them habits and attitudes needed for an intelligent citizenship in a democracy. Primary schools are basically concerned with a continuous healthy growth of the children; whereas science recognizes that the child comes to the school with a rich variety of physical and biological experiences. It guides the children to experiences which help them interpret and explain their world. This is a significant point for the teachers. When the children inquire about the world and environments, they should be helped to find the answers.

14. QURESHI, Tanveer Khalid. Ta'aleem Kay Maqasid Pakistan Mein ( Aims of Education in Pakistan ) --- In : Usool-e-Ta'aleem, 13-20, Karachi, Urdu Academy Sind. July, 1971 (U).

It is a historical fact that the Muslims of the subcontient demanded a seperate homeland for preserving their own traditions and culture. The ideals for which Pakistan came into being was not possible under the English or the Hindu rule. With the creation of Pakistan it became possible to infuse new concepts of Muslim nationhood through new educational setup. However, the basic conception of education, that is, the development of the child's personality, physically, mentally, socially and emotionally, remained unchanged.

The aims and objects of education in Pakistan are : 1) development of individual and collective character, 2) creation of the sense of patriotism; 3) industrial, scientific and technical progress; 4) agricultural progress; 5) dignity of labor; and 6) development of intellectual capabilities. These objects and aims are explained briefly.

EDUCATION PLANNING

15. AHMED, Khawaja Nazir. Educational Wastage in Pakistan --- Pakistan Educational Review ( Islamabad ) 7: 105-129, July 1971.

The function of any educational system is to satisfy the aspirations of the people for a better way of life, to produce needed skills, and to develop and extend knowledge for nation building. Unfortunately, the education system we inherited from the British and followed till now has not fulfilled the desired purpose. It has failed to give the nation the required direction and leadership. The inherent defects of our education system are resulting in a huge wastage of educational resources.

There is a discussion of the concept of education wastage in Pakistan and its causes. For the last 20 years or so we have been trying hard to give direction to education. What we need is an indiginous system of education, and for this we should seek inspiration from the history of our own country, and not from foreign systems. We should revive the old system with necessary modifications, if we want to check education wastage effectively at all stages of education. Primary education should be linked with the economic uplift of the learner. Adult education should be developed to check effectively the wastage through relapse into illiteracy. Higher education should be selective according to the manpower requirements of the country.

16. AMIN, Nurul. Pratibhaban Baiktira Desh Chere Bideshe Chakoori Nai Kene? ( Why the Talented Individual Leaves His Own Country and Takes Employment in a Foreign Land?) --- Purbo Desh ( Dacca ) July 13, 1971 (B).

The attraction in salary, working conditions, and respect that attract a qualified doctor, engineer, scientist or technicain to foreign countries have created many problems in our country. Take, for instance, a physician or a surgeon who is badly needed in Pakistan. They are tempted to go abroad, because they get handsome salaries, better living conditions, better facilities for work, and better appreciation of the labor they put in. If they stay in their own country, the salary that they would receive would be lamentably meagre. Many qualified and eininent doctors are leaving the country in search of better paid jobs in the Middle East, the United States, and the United Kingdom. If the Government revises the existing scales of pay, and makes the terms of employment more attractive, our doctors will be pleased to work in their own country. We need more medical colleges and qualified doctors in our country to make medical aid available to every individual.

17. Bortoman Sarkarer Shikkhaniti ( The Educational Policy of the Present Government) --- Dainik Pakistan (Dacca) August 12, 1971 (B).

The need of the hour in Pakistan and particularly in East Pakistan is to make Islamic theology a compulsory subject, both at the primary and secondary levels of education. Most of our ills emanate from the ignorance of religion. In the modern age of science and technology, where emphasis is laid on the teaching of science subjects, religious education should not be ignored. The Madrassah education needs to be remodeled to meet the demands of time. It is suggested that the government should establish madrassahs in every village to impart religious instruction and check the imbalance inherent in secular education.

18. HUSAIN, Inam. Nai Ta'aleemi Policy Ki Zaroorat : ( The Need for New Education Policy ) --- Mashriq (Karachi) September 2, 1971 (U).

Ever since independence, the extension of popular education and the eradication of illiteracy have been our main problem in the field of national education. Our Plans to attain universal literacy through free and compulsory school education have helped little to resolve the problem of popular literacy. The right direction would be a national plan of adult education with emphasis on literacy, which would even help make the school education more effective. The eradication of illiteracy is the most important program of national development and on it depend several other programs, such as agricultural production, family planning, etc. It is imperative to undertake a large-scale program of adult literacy with a target time limit of ten years.

19. NABI, S.A. Unified Educational System --- Pakistan Observer ( Dacca ) September 1, 1971.

This article relates to madrassah education vis-a-vis the system of education developed during the British rule. The two system of education have split the people into two conflicting groups. one hating the other, but neither laying claim to any education of high standard. One group claims a sort of Brahmanical superiority by declaring religion its exclusive preserve, while the other knows almost nothing of it. One knows the world around and can make a living of his own; the other is ignorant of the modern technological society. It is time to abandon this dual and anti-national system of education. There should be one unified system of national education to help build up the nation. All students need to learn the fundamentals of religion together with selective subjects of their own choice, Some may take up philosophy or economics, and others may go in for the study of the Holy Quran, Hadith, and Tafsir for the same degree.

20. SIDDIQUI, M.Raziuddin. The Problem of Brain-Drain in Pakistan --- Pakistan Educational Review ( Islamabad) 7: 5-13. July 1971.

Brain-drain has become a universal problem that has risen even in advanced countries. In our case the problem has become alarmingly serious because a large number of persons with higher qualifications are leaving for abroad. Some of our best scientists, who were deputed for highly specialized training of short duration, and talented young scholars who were sent abroad for advanced studies and research for a couple of years chose to settle down in advanced countries of Europe and America. Thus a considerable number of brilliant and talented Pakistani scientists have been lost to the country.

The writer has surveyed the problem of brain-drain from all angles and has given the reasons why our young scholars were tempted to stay and work abroad. Measures have been suggested which can attract Pakistani scholars back to their homeland.

EDUCATIONAL REFORM

21. AKHTAR, Rashid Mohammad. Ta'aleemi Masael- Talaba Aur School ( Educational Problems- Students and the Schools ) --- Mashriq ( Karachi ) July 27, 1971 (U).

It is true that there has been a sizable quantitative growth of schools and colleges in the country, but the increasing number of students still find it difficult to secure a place in a good government institution. When refused admission the parents get their wards admitted to a private institution. These private institutions that may well be called " Centres of business ", enroll any number of students without any proper academic and physical facilities. It is not uncommon to find hundreds of students suffocated in smalll and dark rooms. Would it be called congenial teaching learning situation for the teachers and the students ? The teachers know the audacity of the situation, but they cannot open their lips lest they should be thrown out of employment.

In this regard the author makes a few suggestions for improvement : 1) the number of schools be increased to meet the increasing number of students; 2) additional funds be allocated for the improvement of education; 3) there be double shifts in all the schools. This has already been experimented in some schools and has proved a success.

22. HOSAIN, Muzaffar. Shikkha Shenakar ( Reform in Education ) --- Dainik Pakistan ( Dacca ) September 24, 1971. (B).

After independence it was hoped that the system of education would undergo a revolutionary change and that English would be replaced by our national languages as the medium of instruction, but unfortunately this is still being denied. The result of the negligence has been disastrous. It seems the very objectives for which the Muslim India struggled to achieve Pakistan are lost, and what pains the right thinking perons most is the fact that Islam that has caused and brought dynamic changes in the world, is being completely forgotten. The teachings of Islam have been ignored and little attention has been paid to the progress and

betterment of the Madrassah education. Whereas the repeated demand for setting up of an Islamic University in the Province is still being invidiously bypassed. This demand is genuine in the sense that after having acquired Madrassah education, the students have no provision for higher education. It is high time for the Government to give serious thought to build up a higher echelon for madrassah education and millions of their students. Yet another need for separate independent institutions refers to female education and the abolition of co-education in secondary schools, colleges, and universities. The teachings of Islam need to be made a required subject until, class VIII; while from Class IX onwards, physical training and nursing should also be made compulsory for female students. The present curriculum excludes the study of Islamic ideology with the result that students know very little about their own religion and fall a victim to a tendency of revolt against religion. However, while introducing a new system of education, these drawbacks need to be removed.

23. HUDA, Noorul. Shikkha Baibosthar Shonskar ( Educational Reform ) --- Azad ( Dacca ) September 27, 1971 (B).

It is heartening to note that the Government has decided to bring in a revolution in the existing system of education and for that matter adequate funds have been earmarked. It has also been announced that due attention will be paid to religious, scientific and technological education. In the proposed re-organization, it is also heartening to note that the teachers in general and the primary school teachers in particular are promised better pay scales, which will provide incentive for devoting their energies to the improvement of primary education. These pronouncements at least indicate that the Government has at last realised the importance of education in the province. There is no doubt that much stride has been made during the last twenty three years , but what is still required is an over-all change in the existing system . This requires reformatory zeal for better and encouraging results. We have to see both sides of the picture. If Scientific and Technological education is an urgent need of the time, one cannot ignore the importance of religious education. We have to be very judicious in this respect. Unless our children are given the fundamentals of religious education, only technological education will not be able to produce desired results. As a matter of fact the disloyalty and disobedience to teachers exhibited by the students have been a natural result of not paying any attention to religion and its teachings.

24. RAZZAQ, Abdul.. Shikkha Shonskar ( Education Reform ) --- Dainik Pakistan ( Dacca ) July 31, 1971 (B).

This article deals with the need of a uniform curriculum in schools,

colleges and universities in order to develop academic coherence and a sense of oneness in the new generation. The following suggestions may help resolve the problem : 1) A scheme for a uniform general education be evolved; 2) Urdu be made compulsory in East Pakistan, while Bangla in West Pakistan to help the new generaltion to know both the national languages; 3) The system of education be re-organized to awaken the spirit of Islam. This step is necessary because majority of the children has very poor knowledge of religion; 4) There be a uniformity in holidays in all educational institutions throughout the country; 5) Efforts be made to bring closer the students and the teachers of both the wings of the country.;6) Separate medical college, for women be established in East Pakistan;and 7) Degree Colleges for women be established in all the districts of East Pakistan.

25. SHAIFULLAH. Education and Recrientation --- Morning News ( Dacca ) September 20, 1971.

To bring the system of education in the universities in line with the national aspirations, a few changes in the curriculum from primary to university level are necessary. But to invigorate education as a whole, it seems the curriculum from the primary to the post-graduate stage of education in the technical and non-technical institutions of the country should have a uniform pattern in content and approach. The total marks allocated to each subject should be the same in all public examinations. At present the maximum marks allocated for the degree ( Pass course ) examination of Rajshahi University are 900; whereas the maximum marks at the University of Dacca are 1100. This difference in the marks should end. The aim of teaching Islamiyat at the degreee level will be to present Islam to the youngmen as a progressive social system and a universal code of morality which can meet the demands of all times. The curriculum in LL.B. courses should be revised and re-writte in accordance with the injunctions of the Holy Quran and Sunnah. Co-education as it exists in the non-Muslim countries is a curse for the Muslim states, and one of the causes of indiscipline among the students. Co-education should not be allowed beyond class VI. To improve the condition of female education, one college for teacher education and one medical college should be established at every divisional head-quarter.

ELEMENTARY SECONDARY EDUCATION

26. CHOUDHURI, S.Z. Secondary Education in Pakistan --- Pakistan Educational Review ( Islamabad ) 1(7): 14-33. July 1971.

Pakistan has two farflung units seperated by a distance of over

1000 miles of Indian territory. The geographical position of the country is unique in this respect. With a large population and the two units thus standing apart, the problem of educational development, as also development planning in other sectors, has become extremely complicated.

Education is a long-term cumulative process. Education at all levels is to be understood as a vital and continuing factor in the pursuit of national prosperity. Secondary Education is the most important of all the stages in determining the effectiveness of a national system of education. Primary education should be so designed as to prepare the way for secondary education that should absorb and synthesize the achievements of the primary stage.

A solid basis of moral and religious foundation should be laid at the primary and secondary stages. Cultural values have to grow spontaneously and from within retaining the values of our past culture and heritage. Care should be taken to ensure that our children build character and personality consistent with our national ideals and aspirations.

Plans for the future should augment and integrate the results achieved in the earlier plans. Efforts should be made to prepare our people for the introduction of compulsory education up to class VIII that should eventually be made free. The teacher is the central point in any educational scheme. Steps should be taken to supply an adequate number of qualified teachers, and for this purpose large number of Training Institutes and Training Centres with qualified staff should be provided.

27. HUSAIN, Azhar : Primary Shikkha ( Primary Education ) --- Paigham ( Dacca ) September 10, 1971 (B).

One of the marked weaknesses of the educational system in East Pakistan is the poor quality of primary education, and the main reason advanced by the experts is the relatively poor quality of primary school teachers. The majority of schools in the province appoint not adequately qualified teachers as they accept small salary. The following measures may be adopted to bring about a change in the present situation : 1) In order to have sufficient qualified candidates forprimary teachers training, steps will have to be taken to bring about an integration between primary and secondary education. 2) To improve the quality of the training program and the qualifications of our teaching force for primary schools, the present duration of training should be made two years in place of one year. 3) If better qualified teachers are to be recruited in the primary schools, they shall have to be paid better salaries. 4) There should be a set principle for the recruitment of trainees in the primary schools. and 5) Since the

minimum and maximum ages for admission to primary teacher institutions has a bearing on the general suitability of the trainees, some definite criteria regarding the age limit of the trainees for admission to the training institutions should be established.

EXAMINATION

28. AL-MOOTI, Abdullah. Aamader Porikkha Poddhotir Kayekti Shomasya ( A Few Problems for Our Examination System ) --- Ittefaq ( Dacca ) August 8, 1971 (B).

The system of education in East Pakistan is heading to a collapse, for which the students and the teachers cannot be blamed. Certain deep-rooted ills have corroded the system. Nepotism, favouritism and corruption had found their way in education during the early years of independence, and the efforts to shake off these evils have sofar failed miserably.

Examination constitutes an important part of our system of education and invariably controle the curriculum. The purposes of examination in our context are : 1) to determine the progress of teaching and learning, 2) to find out the strong and weak points of teaching and learning, 3) to assess the weaknesses in the students and take measures to remove them, 4) to promote students to the next higher grade or award certificates or diplomas on the basis of their performance in the examinations. But the awarding of certificates and diplomas on the basis of examination results and the process of teaching have become two functions arbitrarily separated from each other. While teaching is the responsibility of schools and colleges, the responsibility of examining the students has been entrusted to the boards and universities. This is unscientific as well as unacademic. The boards and the universities conduct the examinations through a complicated office procedure with the help of a score of persons impersonal in their attitude and ignorant of the psycho-educational background of the individual pupil.

29. BARELVI, Syed Altaf Ali. Aa'la Division Na Lanewalay Talaba Kahan Jaen ? ( What is the Future of Students Without Good Division ) --- Hurriyat ( Karachi ) September 27, 1971 (U).

In 1971 only 22396 students out of a total of 30,657 appearing in the Secondary School Certificate Examination of the Karachi Board have passed. Of those who passed the examination, 3,651 have been placed in the First Division, and 9,787 in the Second Division. Those who were placed in the third division numbered 8,958. Since

the students are only matriculates, they do not get any job, and the majority is forced by circumstances to seek admission to some college. But those who were placed in the third division or have passed the Supplementary Examination fail to secure admission. Where should then they go ? This is the question which is at present baffling us. I would, therefore, suggest that colleges should open their door to at least 15 and 10 per cent students who have been placed in the third division and those who have cleared their papers in the Supplementary Examination respectively.

30. BASHIR, Ahmed. Failures --- Pakistan Times (Lahore) September 28, 1971.

Some solution will have to be found for the large-scale failures in the board and university examinations. The authorities responsible for examination apparently do not realize that students who fail in the Intermediate and B.A. Examinations, seldom find something useful to do. They become virtually outcasts and create problems for their parents and society. No youth in full possession of his faculties is too dull to pass examinations prescribed to test the candidates, comprehension of basic facts about sciences, languages, history, philosophy, arts, etc. The inability of the students to pass examinations has to be attributed to something other than their " inability " to comprehend the fundamentals of modern knowledge. Parents, teachers, and scoeity are responsible for large-scale failures. In the prevailing restlessness all over the world students find it extremely difficult to concentrate on studies, often of a dull nature.

31. ISLAM, Rafiqul. Shikkha O Porikkha ( Education and Examination ) --- Azad ( Dacca ) September 2, 1971 (B).

Pakistan is facing a serious problem in the field of education. Public discussions on the systems of examination and education are common, and committees and commissions are appointed by the Government to make recommendations for the improvement and reform of the whole system of education. But in view of the recent happenings at the various examination centers, the following short and long term measures are suggested to improve the situation :

I- Short-Term Measures : 1) Questions should be concise, clear, and comprehensible, ii) Paper-setters should be appointed from a panel of teachers who are associated with the teaching of the respective subject. iii) The scripts of the students should be fairly distributed so that an examiner may conveniently examine them within the prescribed time-limit. iv) Remuneration of paper-setters, tabulators, examiners, and scrutinizers should be commensurate with the work done. v) All persons connected with examinations should

be carefully selected, and in case of misconduct, suitable disciplinary action should be taken against the defaulters.

II. Long-Term Measures : i) Provision for the required teaching staff and physical facilities should be made in all the institutions well in time. ii) Textbooks should be available all the time in the market. iii) Arrangements should be made by the examining bodies for the re-orientation of paper-setters and examiners from time to time. iv) Steps should be taken for the quick publication of results through mechanised tabulation and compilation.

32. RANA, Maqbool A. Examination System --- Pakistan Times (Lahore) September 6, 1971.

The Vice-Chancellor of the University of the Punjab has done well to setup a special committee to review the system of examination, and wonders if it would be possible for the Vice-Chancellor . But the terms of reference of the committeee should be broadened to enable it to look into the feasibility of abolishing examinations all together. It has become part of our life, and monumental national effort will have to be made to do away with it. There must be a more scientific way of assessing the candidates, ability. The student should be given the opportunity to demonstrate his ability to comprehend what he has been taught and apply the knowledge he has acquired.

EXTRA CURRICULAR ACTIVITIES.

33. HAQ, Mohammed Izharul. Karachi Sanvi Ta'aleemi Board Kay Tahet Khailon Ki Tarbiat Aur Taraqqi ( The Training and Development of Games Under Karachi Board of Intermediate and Secondary Education ) --- Fikro Khyial ( Karachi ) 9 (6,7) : 17-19. 1971 (U).

The Karachi Board of Intermediate and Secondary Education not only manages the students examinations, but also takes keen interest in the promotion of healthy extra-curricular activities, including training and development of various games in schools and colleges. Today we have a number of inter-school and inter-collegiate tournaments of various games and atheletics. The Board has specially prepared an ambitious scheme of Youth Center for promoting extra-curricular activities among students. The Board is also organizing special training camps for players with the help of outstanding coaches of the country. There is also a plan to build up a modern gymnasium with all modern facilities.

The writer also mentions the various sport activities organized by the Board in rent years.

HISTORY OF EDUCATION

34. NAWAZ, Choudhury Mohammed. Qadeem Romi Nizaam-e-Ta'aleem ( Educational System of Ancient Rome ) --- Sanuvi Ta'aleem (Lahore) 5(2): 51-58, September 1971 (U).

Little material is available on education in the early period of the Roman Empire. As customary with all the old tribes, education was the responsibility of the parents. The education and training of girls was the responsibility of the mother, and the father was responsible for the education of the boys. In fact it was a family school. Actual school education started in the days of the Republic but these schools were not of much importance. In the period of Empire , the schools gained much in their importance. The emperors patronized the teachers, and the government provided them with all sorts of facilities, Schools were established in every city and were financed by the municipal governments. However, all this education limited to the children of the rich.

The contribution of different emperors in the field of education is described briefly.

ISLAMIC EDUCATION

35. ZAMAN, Hasan. Islamic Education Toward Regeneration --- Pakistan Observer ( Dacca ) August 14, 1971.

Most of the poeple talk of religious education as a required discipline in schools and colleges, but none is clear as to what religious education exactly means. Islamic education means the training of the mind to think on Islamic lines through the study of Quran and Hadith. But a mere study of the Quran and Hadith divorced from the Islamic outlook means nothing . It is, therefore, imperative that the teachings of the Holy Quran should continue to form the cornerstone of education in an Islamic society. The existing distinction between religious or the Madrassah education, and the so-called system of secular education should be removed. Both should be unified and blended into one whole. To learn the essential elements of knowledge with a sharp focus on building up the Islamic mind and by providing a required course in Islamic ideology from Class III upto B.A. level. Facilities shall be provided in the Islamic University for research in Islam which appears to be quite impossible in our present Madrassahs due to paucity of fund. There is yet another aspect of the problem. If there be an Islamic University, willthe other universities be of an un-Islamic character ? No they will not be un-Islamic, if we can successfully bring about the entire education system within a unified framework.

LIBRARIES

36. AHMAD, Manzoor. Grahanthagar O Purba Pakistan ( Library and East Pakistan) --- Dainik Pakistan ( Dacca ) September 20, 1971 (B).

It is a matter of profound regret that students in our schools and colleges are deprived of the benefits of libraries. The majority of schools and colleges do without a library. Where there is a library, its condition is highly unsatisfactory. In all advanced countries of the world school libraries are treated as an integral part of the school paraphernalia and a base for developing the intellectual horizon of the student community. School libraries stimulate reading habits and create a quest for knowledge in children. What we require now is a network of good libraries. Trained librarians should be appointed for every library with handsome salaries. Adequate funds have to be earmarked every year for the purchase of good books which will benefit both the students and the teachers.

37. AHMED, Rashiduddin. School Libraries and Fourth Five Year Plan --- Proceedings of the8th Annual Conference of Pakistan Library Association- Jan 22-24, 1971. 5p (Memiograph ).

School libraries are almost non-existant in Pakistan. The establishment of libraries is essential for the development of education. Education does not consist in the study of textbooks; much of it is to be had from other books, newspapers, and journals which are stocked in libraries. In Pakistan the importance of education is well accepted, but the importance of libraries has not yet come to be fully realized. As long as libraries remain a neglected field, we have little hope of making much headway in education.

The First and Second Five-Year Plans had no provision for libraries. The Third Plan, however, made a passing reference to libraries. The Fourth Plan has made enough provision for the development of libraries. But this provision has nothing to do with school libraries. Had the schools libraries been reorganized two decades ago, and had the libraries been allowed to play their full part, the education situation in the country would have been quite different. If we propose to make rapid economic and social progress and preserve our heritage we shall have to educate and train the young minds of the new generation with the help of reading and informational materials available through the libraries at the school level.

38. ALAM, Fazlul. Library Development and Library Education --- Proceedings of the 8th Annual Conference of Pakistan Library Association - Jan 22-24, 1971. 8p (Memiograph) .

For the development of libraries and library education, we need good

planning, adequate finances, more book production within the country, and more libraries.

It is usually complained that good students are not attracted to this profession. Reasons : 1) material reward is not considered worthwhile; 2) social prestige of librarian is low, and 3) most people suppose librarianship to be a passive work of supplying books. This attitude will change with time. Till then, however, we shall have to depend on what we have. We can produce good librarians provided we give them proper formal teaching and adequate training. Unfortunately, our library departments have not so far produced enought qualified students to take independent charge of libraries after passing their examinations. The small amount of training the students get during the course is not sufficient. A balanced scheme of training and education is a must, should be framed and this after a thorough discussion of the merits and demerits of the present library education system.

39. BAKHTIARI, Anjum. The Need for Children Libraries in Pakistan --- Proceedings of the 8th Annual Conference of Pakistan Library Association Jan 22-24, 1971. 4p (Memiograph) .

The importance of children's libraries cannot be overemphasized. The libraries not only create reading habit in children, but also play a significant role in building their character and personality. Along with books and periodicals, children's libraries contain educational films, pictures, tapes, discs, etc. to meet the curricular and extra-curricular demands of children of different age groups. Unfortunately, the idea of comprehensive children's libraries has not yet developed in Pakistan. A primary school with a library is still a dream. At secondary level the libraries, if they exist at all, are not better than locked up collections of outdated tomes.

Educating a child without books is a fruitless effort. Most of the children who discontinue formal education soon become practically illiterate, all because they do not develop reading habits for want of library facilities. It is said that public libraries play an important role in educating children. Unfortunately, we have very few public libraries which serve children.

Different problems and factors which restrict the growth and development of childrens libraries in Pakistan are analyzed and suggestions are put forward for improving the present situation.

40. BEG, Farhatullah. Libraries in Sind and Fourth Five Year Plan --- Proceedings of the 8th Annual Conference of Pakistan Library Association - Jan 22-24, 1971. 9p ( Memograph).

Nothing much has been done so far for the development of libraries. In spite there are still good prospects of library development in Pakistan, if suitable provision is made for this purpose in the Fourth Five-Year Plan. With 80 per cent illiterates in the country much has to be done in the field of education and a start should be made with the establishment of good libraries, especially in Sind. A chain of libraries in small towns and villages is necessary for promoting literacy. Where possible mobile libraries should be established to cater to the needs of rural population.

It is heartening to see that funds have been provided in the Fourth Plan for the development of libraries. The actual need, beside funds, is the establishment of a full-fledged government department for the improvement of library services in the province. The details for such a department has been given.

41. CHOUDHURY, Shafiqur Rahman. The Fourth Five Year Plan and the School Libararies in Pakistan---- Proceeding s of the 8th Annual Conference of Pakistan Library Association - Jan 22-24, 1971. 11p (Memiograph).

Both in the new education policy and the Fourth Five-Year Plan special attention has been given to secondary education. Although the Education Commission of 1959 strongly recommended the establishment of libraries to implement and improve education at the secondary stage, no such recommendation has been made in the new education policy, and there are no special projects or prgrams for library development in the Fourth Plan. A budgetory provision has, however, been made under the heading "Social and Cultural Activities Including Libraries." This omission is very sad. The implementation of any such program at secondary stage is impossible without adequate library services in schools.

The present library situation in secondary schools in Pakistan is discussed and the features of a secondary school library of minimum standard are described. Some suggestions have been made for improving library services in secondary schools.

42. GHAZI, Mohammed Ismail. School Library --- Proceedings of the 8th Annual Conference of Pakistan Library Association - Jan 22-24, 1971. 18p (U). (Memiograph).

The establishment of Pakistan made little difference in the field of education. Most of our secondary schools do not have any library facilities. Some schools have books, but there is no regular method of making them useful to students. This is the reason boys and girls confine themselves strictly to the reading of textbooks. Government allocates some funds for school libraries every year, but it goes to waste for lack of proper planning and attention.

In order to improve the working of school libraries, the following points should be considered: 1) the role of librarian and his educational and professional qualifications; 2) the method of acquisition of books; 3) the arrangement and care of books; 4) the ways of making students interested in the use of library, and 5) the acquiring of funds for library. These points have been discussed in some detail.

43. HAIDER, Syed Jalaluddin. College Libraries and the Fourth Five Year Plan --- Proceedings of the 8th Annual Conference of Pakistan Library Association - January 22-24,1971. 8p (Memiograph).

Quality education is the key point of the Fourth Five-Year Plan. An adequate and effective program of library service is essential for quality education at all levels, and college education is no exception to this rule. The current plan has accepted this truth in its policy statement. However, in the absence of any concrete proposals, it is apprehended that even this policy statement may remain unimplemented as has happened in the past.

There is not enough data to assess completely the utility of our college libraries. But on the basis of available information and observation it seems that the need for adequate and effective library service has not been accepted or appreciated by educators, teachers, and even some librarians. This has resulted in lack of uniformity in the library program. College libraries need much improvement. There are provisions for colleges with all the modern ideas of functional programs but there is no provision at all even for a workable central library.

44. HANIF, Akhtar. Problems of Book Acquisition in Pakistan .--- Proceedings of the 8th Annual Conference of Pakistan Library Association - January 22-24,1971. 9p (Memiograph).

Book collections of libraries are measured not only in terms of numbers, but also in terms of quality of books. Selection of books in a library is made strictly on the basis of the merits of books. The purpose of book selection is to provide the right type of books to the right readers at the right time. To achieve this objective libraries have well defined policies.

The problems that the librarians face in the acquisition of books in Pakistan can be divided into three separate categories: 1) --- problems faced in the acquisition of foreign books; 2) problems faced in the acquisition of books published in Pakistan, and 3) problems faced in the acquisition of government publications. The writer discusses these problems in some detail.

45. MIRZA, M.H. Book Problems During Fourth Five-Year Plan 1970-1975 --- Proceedings of the 8th Annual Conference of Pakistan Library Association - January 22-24, 1971. 24p (Memiograph).

Education has been traditionally regarded as a social obligation. More recently it has come to be seen as an essential pre-requisit in the process of development. All the development Plans have emphasized education. In the Fourth Plan period 6,920 million rupees are to be spent on education. This is nearly three times the expenditure on education in the previous Plan.

The importance of education in national development is an accepted fact. The basic tools of education are books, libraries, teachers, and laboratories. The importance of books is paramount. Without books education is impossible, and both local books and foreign books are required in great numbers. The writer discusses in detail the requirements of books in the country and the bottlenecks in the free flow of reading materials.

46. NUR, A.K.N.Abdur. The Educational Policy and the Status and Position of University Librarians in Pakistan --- Proceedings of the 8thqAnnual Conference of Pakistan Library Association - January 22-24, 1971. 8p (Memiograph).

The framers of the Draft Education Policy failed to appreciate the role of university librarian in the field of modern higher education. In advanced countries the university librarians are considered to be the pivot round which revolves all research and academic programs of the university. The status of university librarian is not inferior to that of a university professor.

The qualifications, experience, functions, and responsibilities of university librarians entitle them to a place of importance in university education. His role is not less than that of a university registrar, controller of examinations, or a university professors. What actually he lacks is the recognition of his services. A resourceful person like a university librarian, with high academic qualifications, vast experience, and profound responsibility, should be given a status equal to that of a university professor.

47. QURESHI, Azra. Aims of Education and Philosophy of School Libraries --- Proceedings of the 8th Annual Conference of Pakistan Library Association - January 22-24, 1971. 8p (Memiograph).

The purpose and philosophy of school library service are gradually being understood and accepted by school teachers and administrators. The realization is growing that the teacher librarian should be

thoroughly familiar with the objectives of school library service. A library plays a very important role in the guidance and reading program of the school. The various objectives of school library service are narrated briefly.

To achieve the objectives of library service the librarian must know the role library plays in the education of children. The home atmosphere and the influence of parents help greatly in creating reading habits in the child. Parents must help the children in developing interest in books from the early age by telling them stories, giving them picture books and providing them other interesting material.

The role of libraries and of librarian is discussed in some detail. The library is a serving agency, teaching agency, a material center, and a reading center. The librarian is an stimulating agent. The writer discusses the present situation of childfen libraries in Pakistan and the several devices for encouraging children to use the library.

48. RIAZUDDIN, Syed. School Libraries and the Fourth Five-Year Plan of Pakistan --- Proceedings of the 8th Annual Conference of Pakistan Library Association - January 22-24,1971. 10p (Memiograph).

The importance of establishing libraries in schools, particularly secondary schools, is emphasized. The last three Five-Year Plans did not give due priority to school libraries, and the Fourth Plan is also silent on the subject. The reason seems to be our archaic system of education which catres only to a specific type of education in which the ultimate aim is the passing of examination. Even school teachers do not feel the necessity for school libraries. A few of the schools possess good libraries, and the rural areas have none.

The functions and administration of school libraries and the role of librarian are briefly discussed. The few libraries that we have are in a miserable condition. There is no imaginative and well planned library service which could inspire students to read and cultivate love of books in them.

The allocations for education in various Plans are discussed and reasons are given for the pitiable conditions of libraries. Suggestions have been put forward for the improvement of libraries.

49. RUSTOMJEE, Aban. The Growing Need for Children Libraries --- Proceedings of the 8th Annual Conference of Pakistan Library

Association -- Jan 22-24, 1971. 7p ( Memiograph ).

The main object of children's libraries is to supply the right type of books with a view to creating a body of adult library users in the future. Books not only help a child extend his knowledge, but also provide a wonderful source of pleasure to him.

In Western countries, all public and school libraries consider it an essential part of their work to provide useful reading material to children. A school without a good library is a poor institution for educational purposes. The scope of knowledge has recently become so vast that classroom instruction alone cannot cover it.

In Pakistan, the number of children who enter primary school is fast increasing every year. Every school should have a good library. Not only schools, but also public libraries should have a children's corner where children may sit and read. Full and free access to books should be provided to children on a national scale.

The situation of children's libraries in Pakistan is briefly surveyed and suggestions have been put forward to improve the present state.

50. SABZWARI, Ghaniul Akram. Library Education and Manpower Needs in Pakistan --- Proceedings of the 8th Annual Conference of Pakistan Library Association -- January 22-24, 1971. 23p (Memiograph).

Librarians used to enjoy a very high status till the end of the British rule in this country. During the British rule, Chief Librarian of any library came from senior British Officers. Now the situation has changed. The image of a librarian even among the educated people is not very bright. Librarians are partly themselves responsible for this situation. If they demonstrate some creative thinking in their professional work, they can change the impression in a short time.

At present library education is imparted by the universities and library associations. Details of this education are provided in the article, with the suggestion that library education should be included in the teacher training courses and also at undergraduate level in colleges.

As to manpower position in the library profession, the actual requirement should be much more than what it is. But the scarcity of libraries has made it difficult even for the small number of trained librarians available to get jobs. This situation has compelled many a good librarian to migrate to other countries.

51. SAJID, Mohammad Sajjad. Library Education and Placement Services --- Proceedings of the 8th Annual Conference of Pakistan Library Association Jan 22-24, 1971. 6p (Memiogrpah).

Neither the Fourth Five-Year Plan, nor the New Education Policy gives due importance to the development of libraries. It should be kept in mind that the government will not provide much material help for the promotion of libraries. Self-help may solve many problems. In the beginning it was a group of dedicated and enthusiastic persons who took the initiative and started training people in librarianship. Their efforts bore fruit in the following 23 years.

It is unfortunate that the remuneration of a librarian is meager. In many cases even well trained librarian fail to find employment. In order to improve the lot of librarians it would be necessary to reduce the ever-increasing number of unemployed qualified librarians and to make librarianship a respectable profession. The achievement of this object requires drastic measures, such as the establishment of a Placement cell. Details of such a Cell are given.

52. SHAHABUDDIN, M. University Libraries Development : Problems and Issues --- Proceedings of 8th Annual Conference of Pakistan Library Association -- Jan 22-24, 1971. .12p (Memiograph).

New Universities are springing up, and old universities are expanding their program of teaching and research. In the Fourth Plan a sizable amount has been allocated for universities. However, there is no separate specified fund for libraries in the Plan. Whatever the libraries will get, will be out of the university allocations. The library funds are left at the discretion of the universities, which means lack of uniformity in policy and varying patterns of development for the university libraries.

The development of university libraries includes a program embracing a functional library building, an effective book and journal collection covering the subject fields in which degrees are offered and research is carried on and well qualified professional staff and sufficient non-professional staff with adequate provision for photo- and micro-reproduction for scholars and researchers. The problems and difficulties involved in this program are analyzed and the conclusion drawn that unless better library service is provided, speedier development and progress in higher education are impossible.

53. SHAMSUDDOULAH, A.B.M. Libraries in Pakistan --- Pakistan Observer ( Dacca) September 10, 1971.

We have been depending on government support alone for the formulation and implementation of nationwide library programs. Even after 24 years of our independence serious thought is yet to be given to the library needs in the private sector. Despite fast growing investments and vast research needs, very few library and documentation research units have come into existence in the private sector. On the other hand, most of such specialized libraries in countries like the USA belong to the private sector. In 1907 there were 50 special libraries in the USA, and this number rose to 3,473 in 1962.

In Pakistan we have made considerable progress in the realm of special libraries. Today we have at least 265 special libraries, but even five per cent of them do not belong to the private sector. Special libraries and documentation research units are the vital needs of banks, insurance companies, business firms, professional, scientific and trade associations, hospitals and so on. To meet the expanding information needs of the private sector there should be well-organized special libraries with librarians.capable of responding to specific subject requests, literature searching, bibliographical needs, and current subject information requirements, along with arrangements for inter-library loans, abstracting, publishing, indexing and photo duplicator service etc.

54. SIDDIQI, Muhammad Naqui. Problems of Import of Materials Required by University and Research Organization --- Proceedings of the 8th Annual Conference of Pakistan Library Association- Jan 22-24, 1971. 8p ( Memiograph ).

Ever more books and periodicals are required to educate the growing population in all the fields of human activity. This objective can be achieved by a free flow of literature between all the countries. No country can be self-sufficient in intellectural field. The need for foreign literature is acute in Pakistan because the production of literature is less than what is needed for its population. The restrictions on foreign exchange have hampered the flow of foreign literature into the country. Regular importers of books give more importance to popular literature and so costly textbooks and reference and scientific literature suffers in consequence. The universities and other research organizations should arrange to make direct imports of the books they need.

The various problems faced by universities and research organizations in the import of books are discussed. Mention has been made of the facilities under Unesco Coupon scheme and I.M.G. program, provided much-needed help to research institutions in the past. These schemes should be revived.

LITERACY

55. AZFAR, Kamal. No Real Progress Without An Educational Revolution --- Leader (Karachi) September 29, 1971.

Education in modern times is rightly considered as an investment in human resources and development. In Pakistan we have manpower in abundance, but it is underutilized. Developed countries of the world have paid special attention to the development of their human resources through extensive facilities of education and training. In Pakistan, we have done very little so far in this field. It is a fact that without educational revolution in the country we cannot make real progress. Investment in education is imperative to meet the challange of development.

The writer discusses in some detail the economic benefits of investment in education and the consequent improvement in the working standards of our manpower.

56. Enemy No. 1. --- Pakistan Times ( Lahore ) September 8, 1971.

Mass illiteracy has come under assault in various parts of the world in a very organized way. Apart from the Soviet Union, Turkey, and Iran, there are not many examples where effective measures on a planned and sustained basis have been taken. The world still remains a world of illiterates some 750 million mostly in Asia, Africa and Latin America. Our own example is typical. Until very recently we actually dismissed the problem as unworthy of serious attention. Only about two years ago we began to dream of a new education policy and a mass literacy program after the Iranian pattern. Almost every government had to direct its efforts and the national resources either to providing immediate relief, or meeting pressing demands, or earning a quick draft of good-will from one section of the populace or another. A campaign of mass literacy did not seem to fall into any of these categories. It had to be a big and long drawn-out program, and was not immediately productive. The first Five-Year Plan, 1955-60, actually discouraged the idea of boosting efforts even for the spread of primary education. The percentage of illiteracy was as dismal in the 1961 census as in the 1951 census.

57. JAHAN, Salim. Nirakkharta Doorikarane Shikkito Shomaj ( Educated Society for Driving Away Illiteracy ) --- Dainik Pakistan (Dacca) July 25, 1971 (B).

Culture and literacy are correlated, and unless one is literate, one cannot be cultured. Pakistan needs a definite program to fight illiteracy. The responsibility of compaigning against illiteracy rests on the educated class, which can inspire the illiterates to receive education. The author shows his concern over the problem of eradicating illiteracy, but feels that if the educated class realizes

its responsibility , the difficulties can be surmounted. One way is to make elementary education compulsory. It may be hoped that through a program of elementary education and a well-organized program of adult education, illiteracy may be removed by 1975.

58. QURAISHI, R. A. Functional Literacy : the Need of the Day --- Pakistan Educational Review ( Islamabad ) 7: 130-135, July 1971.

More than 80 per cent of Pakistan's population is illiterate. At present primary schools provide literacy to only 45 per cent of the 20 million children of school-going age, and of these only one-fifth of the pupils complete terminal cass V. Most of the drop-outs of this stage lapse into illiteracy, thus resulting in a colossal waste of human resources.

Universal primary education may be a traditional solution to wipe out or check illiteracy in the country, but efforts in this direction have failed so far because of limited financial resources. Functional literacy can stop thousands of school-age children from swelling the ranks of illiterate masses every year.

The suggested program of functional literacy should be different in nature and scope from that prescribed for primary or elementary education. The nature of functional literacy and its implementation are discussed in some detail.

MEDICAL EDUCATION

59. AHMAD, Farooq. Chikitsha Biggan ( Medical Science ) --- Ittefaq (Dacca) September 10, 1971 (B).

Even after twenty-four years of independence a foreign language still continues to be the medium of instruction in our country. But the worst of it is that we are quite ignorant of the harm that is being done to the cause of education by the use of a foreign language. The popular argument advanced in favor of English is based on the non-availability of books in the mother tongue. But the fact is that the majority of students in the province fail because they cannot express themselves clearly in English. If Books in medicine and other scientific subjects are not available in Bengali, they may be translated for the use of the students. It is, therefore, incumbent upon the Government to set up a Bureau of Translation which could undertake the responsibility of translating important medical and scientific books into Bengali. This would help the medical and science students to learn the subjects without any strain, and thus reduce the rate of failures in the examinations.

60. KABIR, Lutful. Medical Bishwabiddalaya (Medical University) --- Dainik Pakistan (Dacca) September 1, 1971 (B).

The system of medical education in our country is not at all satisfactory. Very little attention is being paid to medical education. The Academic Council of the University consists of 30 to 35 members, and, out of these, only two members are taken from Medical Science. The University does not have a single representative in its Syndicate either from the Medical College or the Post-Graduate Institute. The government should upgrade the present Post-Graduate Institute of Medicine to the status of a University.

PHILOSOPHY OF EDUCATION

61. ANSARI, S.M. Sanaullah. Bu Ali Sina Ka Falsafae Ta'aleem (Educational Philosophy of Avicenna) --- Fikro Khyial (Karachi) 8 (August, September): 23-24, 1971 (U).

Avicenna, born in A.D. 980, was a great scholar of Arithemetic, Zoology, Medicine, Sufism, and Philosophy. He wrote one hundred books, the most famous being Al-Shifa and Al-Qanun.

Though basically a physician, Avicenna contributed much to the philosophy of education by introducing psychology as an important factor in the scheme of education. According to Avicenna man learns through teaching and through inspiration. The inclusion of inspiration in the education scheme has psychological importance. Through inspiration higher learning is possible especially in the field of religion. He emphasized that human mind is a means to acquire material knowledge and also a source of spiritual knowledge through inspiration.

62. ZUBERI, Mohammed Hussain Khan. Shaheed-e-Millat Kay Ta'aleemi Nazriaat (The Educational Ideas of Shaheed-e-Millat) --- Fikro Khyial (Karachi) 9 (6,7): 20-25. 1971 (U).

Quaid-e-Millat Liaquat Ali Khan, the first Prime Minister of Pakistan, is generally known as a statesman and politician. The writer, however, shows that Liaquat Ali Khan had great interest in the educational affairs of the country. In the field of education he appears as a great educationist. In some of his speeches he emphasized the importance of education in the development of the country.

Liaquat Ali Khan considered education an important factor in character building. He also gave great importance to religion in the educational scheme of the country. For Muslims religion is not merely a form of prayer, it is a way of life encompassing all spheres of human activity.

The writer presents extracts from his speeches which throw light on his educational ideas.

PSYCHOLOGY

63. FAROOQI, Ibadullah. Ta'aleem Aur Tajziae Nafsi (Education and Psycho-Analysis) --- Ta'aleem-e-Tadrees (Lahore) 4(4): 52-58, July 1971 (U).

The main object of education is to build the character of the child. Since the subconscious in man plays a very important role in character buildings, we cannot ignore its influence on human beings. The subconscious is not bound by moral and religious laws. It can be controlled by a very careful handling of natural instincts. Undue suppression of the subconscious desires may create mental sickness. The different complexes are actually the result of such suppression.

Character formation begins from very early childhood. In early life the most disturbing element for the child is the neglect from parents or teachers. This factor alone creates many mental problems. At this stage the personality of the child is very vulnerable, and hard punishments should be avoided.

Knowledge of the subconscious is gained by the process of psycho-analysis. A brief discussion of the process of psycho-analysis shows how the mentally disturbed people can be cured with its help.

64. QURESHI, Tanveer Khalid. Ta'allum Kay Chand Awamil (Some Constituents of Learning) --- IN: Usool-e-Ta'aleem, 55-65. Karachi, Urdu Academy Sind. July 1971 (U).

Motivation, interest, attention, and attitude are the four main constituents of the process of learning. Through motivation a child's inner tendencies and energies are directed toward the lesson. The process of learning is very difficult if the child is not ready and willing to learn. A teacher should know how to motivate his students. The article describes in detail how a

child can be motivated for study.

As far as interest is concerned, it comes along with motivation, and thus the two constituents go together. All the methods through which motivation is done are equally helpful in creating interest.

Attention has great importance in the process of learning. There is a direct relationship between learning and attention. Lack of attention will arrest the entire process of learning. Attention is disturbed by many factors, and a teacher should take care that the child gives proper attention to the matter he is learning.

Attitude also plays a very important role in learning. Positive attitude helps the child in imbibing knowledge. Attitude also determines the behavior of a child. If in the initial stages of schooling a child develops a revulsion to education, it will soon become his attitude and hamper his educational process. Efforts should be made to create positive attitude in the child at an early stage of his schooling.

65. ROUF, Abdur. Ahde Bulooghat Kay Jazbaati Khatrey (Emotional Dangers of Adolescence) --- Sanuvi Ta'aleem (Lahore) 5(2): 59-64, September 1971 (U).

From the emotional point of view the most disturbing period is that of adolescence. The quick physical changes affect emotional life in a big way. This emotional upheaval if not properly controlled may adversely affect the boy or the girl.

There are three main danagers: 1) undue influence of fear and superstition; 2) unusual interest in quarrel and disturbance; and 3) entanglement in absurd romances. These dangers are discussed briefly. It is emphasized that the most important duty of teachers and parents is to save children from these danagers. The psychological methods to help the youth over this critical period are: 1) diversion of their energies to constructive pastime; 2) provision of opportunities for emotional satisfaction through healthy means; 3) development of self-control; 4) provision of various hobbies to keep them busy; and 5) avoidance of instigation. These methods are explained briefly.

SCIENCE EDUCATION

66. BEG, Altaf Ali. Science Education --- Pakistan Times (Lahore)

August 30, 1971.

The writer disagrees with the view that science should be taught only in English. The pursuit of scientific education in all developed countries is free from all kinds of control. We advocate free and unfettered scientific education for all in Pakistan. Unless scientific knowledge is acquired by all classes of people in our country, no real progress can be made in any field of national development. Education in science should be imparted to the common man in his own language, and all who plead for English should know that the English discarded Latin and Greek and translated everything then known into their own language. They knew that Latin and Greek could not become the common man's parlance. The use of a foreign language which is not properly understood blunts comprehension. If we continue to teach science in English, the man in the street will have no access to knowledge and learning.

67. HAQ, Zahoorul. Amader Schoole Biggan Shikka (Science Education in Our Schools) --- Dainik Pakistan (Dacca) August 4, 1971 (B).

Most of our students aspire for science education when they step into a school. But only a few get admission and a large majority is left out. Even those who are admitted to the schools face a host of problems all along their school life, and when they leave the school they find that the kind of education received does not guarantee a specialized course in science. The apathy of the educational administrators has contributed much to poor achievement and poor standard. This is due to the paucity of dedicated and well-trained teachers. Since trained teachers are not available in sufficient numbers, and science is taught in many schools by graduates in Humanities.

68. SALAM, Abdus. Sainsi Tahqeeq-o-Taraqqi (Scientific Research and Development) --- Hurriyat (Karachi) September 1, 1971 (U).

There exists no tradition of graduate school in Pakistan, and almost all research work depends on foreign training. University teachers also do not divide their time between teaching and research work. This apathy toward research is due to the fact that we still adhere to a system of education which dates back to the 19th century. The eternal financial stringency of our universities also poses a big hurdle. We have neither National Science Foundation as in the United States, nor Science Research Council as in Britain. These institutions allocate large funds to subsidize the plans for the research work of the university teachers. Unless large allocations are earmarked for scientific research, Pakistan will not be able to show any sizable progress in the scientific fields.

SOCIAL PSYCHOLOGY

69. HABIB, Hasan. Let This Be the Decade of Youth --- Pakistan Times (Lahore) September 19, 1971.

The problems of Pakistani youth are peculiar. The ducational system turns out the poorest material. It has stunted the intellectual growth and initiative, of the students and the resultant lowered educational standards and ethics. The educational setup needs a radical change in the system of education; an ideological Islamic revolution on the lines of the Chinese cultural revolution and application of the Islamic ethics to our political, social, and economic relations. The following proposals may be considered: 1) Establishment of a Pakistan Students Program of Seminars and Work Camps for National Development. 2) Establishment of a National Service Corps. 3) Induction of Public Servants into the National Service Corps.

SOCIOLOGY

70. ALI, Asghar. Iqtesaadi Aur Samaji Taraqqi Mein Ta'aleem Ka Hissa (The Contribution of Education in Social and Economic Development) --- Sanuvi Ta'aleem (Lahore) 5(2): 30-40, September 1971 (U).

Education plays the most important role in all projects of national life. In the early days of Islam, government and people both took keen interest in the spread of education and spent lavish sums of money on it. In the subcontinent also Muslim rulers and the aristocracy patronized education. It was under the British Empire that education fell on bad days, and education remained a neglected subject till the independence and even later. Governments as well as people considered spending money on education as bad investment. In fact, we still consider it as a profitless venture.

We have, of course, now begun to realize our mistake. Modern economists have proved beyond doubt that investment in education is not only profitable but also essential for national development. In all development schemes man is the best resource, and a well trained man, for that matter, is a big asset. The secret of advancement and development lies in education. Illiteracy and poverty are twin sisters. The economic development of any society depends on scientists, engineers, and trained men whose turn out depends on education.

SPECIAL EDUCATION

71. ABEDIN, A.K. Zainul. Mook O Badhir Prashange --- Shaikkha Baibostha ( The Ssytem of Education for the Deaf and Dumb ) --- Dainik Pakistan (Dacca) August 22, 1971 (B).

It is unfortunate that the province has not yet evolved a scientific method of teaching the deaf and dumb whose number is increasing every year. The developed countries of the world are paying utmost attention to the handicapped and have evolved special methods to educate the handicapped members of the society. They have invented apparatus to help these children learn their lessons and later earn their living. In Pakistan there are only a few institutions engaged in this work, but they have worked with untrained staff. This task should not be left wholly to the Government. Everyone of us must play his part in making the existing institutions financially sound.

TEACHERS

72. HAMID, Raja Abdul. Bachchon Ki Tarbiyat Aur Moallim ( Upbringing and Training of Children and the Role of Teacher ) --- Ta'aleem-o-Tadress ( Lahore ) 4(4) : 49-51, July 1971 (U).

A child cannot become a useful citizen if his growth and upbringing are faulty. The responsibility of the physical growth and upbringing of the child lies on the shoulders of parents and teachers, but it is mainly the parents who are responsible for the physical growth of the child. For his mental growth and upbrining the responsibility rests on the teacher.

The personality of the teacher provides guidance to the child. A child is basically an imitator and he imitates all actions of his teacher. This makes it incumbent upon the teacher to present an example of perfect behaviour to the child. The teacher should have moderate habits. He should fully satisfy the child in the field of education. He should be thorough in the subject he teaches. Moreover, a good teacher should be in love with his noble profession and honest in his work.

73. HAQ, Mazharul. Teachers - the Worst Paid Government Official --- Pakistan Observer ( Dacca ) July 13, 1971.

In Pakistan a teacher is one of the lowest paid Government officials with no status in the society and no place in the administration. Status in our society is measured by the wealth and the economic standing of an individual. A person who accumulates weath and lives in luxury becomes an important person and is respected by all. A teacher should be one of the highest paid public servants.

It is almost criminal to offer a graduate or an M.A. only Rs. 200 or Rs. 350 as his initial salary with no prospect of advancement and to appoint a civil servant on a starting salary of Rs. 450 with far better prospect in life both in terms of money and position. Unless this discrimination is removed, talented men cannot be persuaded to enter the profession of teaching.

74. HAQ, Shamsul : Shikkhoker Doordasha ( The Plight of Teachers ) --- Azad ( Dacca ) August 10, 1971 (B).

We have not yet realized the importance of a teacher. Teachers command little respected in society and their salaries are appallingly low. These who still cling to this profession, are always on the look out for a change to another profession comparatively more paying. This has resulted in the deterioration of the standard of teaching. The profession of teaching in Pakistan also suffers from : lack of status in addition to economic deprivation. Teachers have no official status. They do not enjoy any privileges. In order to improve the standard of teaching, the present pay-scales of teachers must be raised. Their economic well-being would mean the restoration of their lost honor and prestige in society. Unless the government makes concerted efforts to remove these disabilities, the standard of teaching would not improve and the students would continue to suffer.

75. LATIF, Abdul. Purbo Pakistane Primary Shikkhock ( Primary Teachers in East Pakistan ) --- Dainik Pakistan ( Dacca ) July 3, 1971 (B).

The existing system of providing general and professional education to primary school teachers in East Pakistan can compare only with the one in Laos, where a one-year training course is provided after six years of schooling. In East Pakistan the minimum qualification for admission to one-year certificate in education course designed for primary school teachers is a secondary school certificate after ten years schooling or in rare cases a higher secondary school certificate after twelve years of schooling. After training, the teachers possessing a higher secondary school certificate are generally appointed as teachers in practising schools attached to the primary teachers training institutions, and as assistant sub-inspectors of schools. Those possessing secondary school certificate are generally recruited as primary school teachers. The adequacy of the training program and the qualification of the teachers of primary schools before and after the period of training have never been taken up eseriously.

TECHNICAL EDUCATION

76. BATALVI, Reaz . Kiya Pakistan Ko Engineeron Ki Zaroorat Hai ?

( Does Pakistan Need Engineers ?) --- Mashriq (Karachi) July 12, 1971(U).

According to a recent survey three thousand graduate engineers are unemployed in the country. Most of them want to leave for foreign lands Engineers who were employed in foreign countries and who had formerly agreed to come back to Pakistan and serve their country, have now changed their minds. There are six Engineering Colleges and two Universities in Pakistan. Lahore alone produces about five hundred electrical, mechanical, and civil engineers. Although the country needs these engineers yet they are without work. It is even more strange that a good number of foreign engineers are working in Pakistan on high salaries. Those engineers who are employed in government, semi-government, and private firms enjoy neither security of job nor respectable pay and status. No decision has yet been taken about the salaries, grades, and seniority of ninety per cent of engineers. These are facts that need immediate attention by the government.

77. HAQ, Tajammul. Polytechnic Institute Choatroder Uchhashikkhar Shomassaya ( The Problem of Advance Education for Students of Polytechnic Institute ) --- Dainik Pakistan ( Dacca ) September 10, 1971 (B).

.The unrest among the students of the Polytechanic Institute has its origin in their ttaol exclusive from higher technical education. The responsibility for this restriction lies on the recommendations made by the Commission on National Education, 1959. The demand of the the students for entitlement to higher technical education is neither unacadamic nor unpatriotic. Students in other countries of the world are entitled to receive further education on the basis of their past academic record and experience. It is suggested that 1) The Board should hold an examination after the completion of the second year and award on successful performance either H.S.C. (Technology) or H.S.C. (Engineering); and 2) Diploma course in Engineering should be declared equivalent to H.S.C., as in the University of Sind, Hyder bad. If these suggestions are carried out, it is hoped that discont among the students would be removed.

78. HUSAIN, Tajummul : Polytechnic Graduates --- Morning News ( Dacca ) September 2, 1971.

The long history of student unrest in the Polytechnic Institute centers round the student demand for opportunities of higher technical education. In order to meet this demand the "Preparatory Course" of the duration of one academic term was introduced. It was designed to make the Diploma Engineers eligible for admission in the third year class of B.Sc. Engineering Degree courses, in colleges. The first batch of 45 Diploma Engineers was admitted to the " Preparatory Course" in Rajshahi Engineering College in early 1970. The government has directed all the Engineering Colleges of the province to admit 50 students in each college.

This is a step in the right direction. What is essentially needed to solve the problem once for all is some internal reorganization of the existing system either by (1) introducing a Board examination (Technical Education) at the completion of the second year session, or (2) The declaration of the Diploma in Engineering as an academic qualification of H.S.C. standard, as in the University of Sind.

TEXTBOOKS

79. Boi Gyan Shadhnar Utso ( Book & Source to Preserve Knowledge ) --- Itfefaq ( Dacca ) September 8, 1971 (B).

Good Books are in short supply in this country and beyond the purse and reach of an average reader. A book that previously cost Rs. 5.00 is at present selling at Rs. 25.00 mainly becuase of the ban on the import of foreian books. The students are hard hit, and only a few of them can afford to purchase books at such exhorbitant prices. The locally published books are poorly produced and are sold at a very high price. The publishers have taken advantage of the restrictions imposed on the import of books and are making fat profits. College and university students who have to depend on foreign books are the worst sufferers. The author suggests that the government should revise its decision and allow the import of books that are in great demand.

80. HAMID, Abdul. Textbooks --- Pakistan Times ( Lahore ) September 16, 1971.

The children of well to do families go to better schools with expensive foreign books. This need not, however, create any inferiority complex in their less fortunately placed class fellows. When, alternatively, textbooks are allowed to be printed by private publishers on the main consideration that they will be better produced, it appears invidious to debar the Textbook Board from producing part of the books in a more durable form, with reasonable economy in the long run. The Textbook Board has done much to improve the printing, get-up, titles, illustrations, and binding of its textbooks. Nothing better could be expected within the current price range. Let the students of English medium schools be charged full prices for the improved editions and the income be used for subsidizing textbooks for the needy students.

WOMEN'S EDUCATION

81. MOINUDDIN, G. Women Medical College--- Morning News (Dacca) September 28, 1971.

The demand for specialized education for women in the modern world is

widely accepted. It is necessary that women should participate along with men in all nation-building activities within the framework of Islam. The harmful effects of the colonial system of education, which allows free mixing of the sexes are now apparent. This un-Islamic system must be replaced by the " Islamic Purdah System."

At present, East Pakistan has eight medical colleges. The number will be nine in the near future. The need for female doctors is increasing day by day, but supply of such doctors with us is far short of the supply. A separate medical college for women may be needed on the pattern of the Fatima Jinnah Medical College, Lahore. Sir Salimullah Medical College may be converted into a Women's Medical College without any additional expenditure. The establishment of a separate medical college for women will greatly encourage women to become practising physicians and thus mitigate the shortage of women medical practioners. Today many maternity and child hospitals are in need of female doctors.

GENERAL

82. AHMED, Mumtaz. Hamara Nizam-e-Ta'aleem ( Our System of Education ) --- Mashriq ( Karachi ) July 5, 1971 (U).

There are a number of defects in our present system of education. Firstly, it still clings to a syllabus prepared in the days of the British. It is true that some changes have been made, but they have not been effective and extensive. The present system of education needs to be streamlined and radically changed. Unless drastic reforms are introudced, eduaation will fail to fulfil its real aim.

83. HAQUE, Abdul. Chhatrora Fail Kore Raine ? ( Why the Students Fail ?) Azad ( Dacca ) September 3, 1971 (B).

Some of the probable causes of the high percentage of failures in the examinations of boards and universities are : 1) Adoption of unfair means in various examinations has become almost a popular addiction. The students evade hard work and serious studies and most of them easily indulge in unfair means. 2) A variety of short note-books on different subjects specially prepared for passing the examinations easily are popular among the students who memorize their contents, without understanding. 3) Examination itself is a defective instrument for an accurate evaluation of the student's achievements; 4) Student agitations have become a common feature of the school life; 5) The educational administration and its poor planning have a major share in worsening the situation; and 6) Parents cannot be absolved of their responsibility..

84. MANZOOR, Suraiya. Sosool-e-Taleem Ka Maqsad ( The aim of Acquiring Education ) --- Hurriyat ( Karachi ) April 18, 1971.

The prime object of education is building of moral character. Yet our students show a complete lack of purpose in their life. They attach no importance to education and have a non-serious attitude toward every thing. This trend indicates lack of proper guidance and training by parents. The flow of trash literature has also done considerable harm to their immature mind. To subdue such influences we need to change our present system of education and prepare the syllabus afresh, keeping in view our past traditions and religious requirements.

85. NAZAM, Zeeshen. Hamara Nizam-e- Ta'aleem ( Our System of Education) --- Mashriq (Karachi ) July 5, 1971 (U).

The existing system of education has failed to fulfil the national needs. The new generation has no purpose in life and no definite goals to achieve in the future. This has resulted in a colossal wastage of valuable manpower which could have otherwise been used, through a suitable system of education and training, to meet the demands of a developing society in the modern technological world. We have so far made only half -hearted changes in the system, which was evolved by an alien colonial government. As a result, we have failed to liberate ourselves from mental slavery. We should immediately mobolize our human and material resources to achieve progress and prosperity. This is not the duty of the government alone. We have to march together in achieving this object.

86. QURESHI, Ishtiaq Hussain. Maujooda Ta'aleemi Nizam ( Present System of Education ) --- Hurriyat ( Karachi ) July 19, 1971 (U).

Although a good number of our students is intelligent, they lack enthusiasm and capacity for sustained work. Except for a small number, most of the students go for the guide books to pass the examinations. The students are to blame, yet they are not solely responsible for this. They receive neither the guidance nor the incentive for research work. A persistent shortcoming of the present system of education is the overcrowding of students in a class. The schools should strictly limit the admission of students to the capacity of a class-room. It is wrong to suppose that our students do not possess a sense of responsibility or they are not eager to study seriously. It is the parents who have failed by their negligence to create diligent and hardworking students.

TEACHING METHODS AND MEDIA ( Special Section )

87. AHMED, Chowdhury Fazal. Infradi Grohi Aur Jama'ati Tadrees ( Individual, Group and Class Teaching ) --- In : Usool-e-Ta'aleem Aur Tariqa Hai Tadress, 241-256. Lahore, Maktaba Karavan. 1971 (U).

The development of popular education has now given vogue to classroom teaching everywhere The class is considered as one whole for the purposes of teaching. Modern researches in psychology have, however, proved that in this method many individual differences among the boys of the same age group are lost sight of. On the other hand, experiments show that there are many common qualities in the boys of same age group. Moreover, classroom teaching is economical both in time and resources. This advantage alone sufficiently justifies the adoption of this method. Then there are many other educational objectives which can be achieved through classroom teaching.

From the purely psychological point of view, individual teaching is more important, It provides individual attention to each student according to his needs. Group teaching is something between classroom teaching and individual teaching. In group teaching, the teacher breaks up the class in smaller groups and deals with them more effectively than in a classroom. However, all these methods are useful for teaching and should be used according to the needs.

88. AHMED, Chowdhury Fazal. Sama'i Basari Ta'aleem ( Audio-Visual Education ) --- In : Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 581-619. Lahore, Maktaba Karavan. 1971 (U).

The media of speech and writing have been long in use for the communication of ideas from one mind to another. None the less, man always attempts to explain his words through action and pictures. From the psychological point of view, these aids are very effective in the process of education. In the 20th century .. knowledge grew so fast that the old methods of transmiting it ceased to be individual, and audio-visual aids came to be employed in imparting education. For the first time audio-visual aids were used in the United States for the purpose of education.

Hundreds of research studies have been undertaken to evaluate effectiveness of audio-visual aids in teaching. It has now been established that this is the best way of imarting knowledge to people of all age groups. There is a detailed discussion of how different audio-visual aids can be employed for the purpose of imparting knowledge and how a trained teacher can use these aids in a more effective way.

89. AHMED, Chowdhury Fazal. Sawalaat Puchha (Question Asking) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 510-532. Lahore, Maktaba Karavan. 1971(U).

The objective of modern teaching methods is to teach the students how to think. This objective can best be achieved through questions and answers. In old days teachers used to ask questions to make the students memorize facts. Today questions are asked to arouse inquisitiveness in the students. The importance of questions has, therefore, become very great. Questions are the best guide for judging the effectiveness of teaching.

There are two main types of questions: 1) informative, which help memory, and 2) thought-provoking, which develop the power of reasoning. From the educational point of view questions of the second type are more important. Through these questions, students share a lesson with the teacher. Various studies on the subject of questions put during teaching reveal that teachers do not make use of the second type of questions for the reason that such questions are difficult to ask and require hard work and great attention by the teachers.

There is a discussion of how a teacher can prepare himself for putting the right type of questions, and how he should behave when confronted with the questions of students.

90. AHMED, Chowdhury Fazal. Talaba Ko Kaam Daina (Home Work for Students) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 491-501. Lahore, Maktaba Karavan. 1971 (U).

Assigning home work to students is an old technique of teaching. But teachers of old days rarely employed this method for the purpose of better teaching. Useful education can be imparted by setting home work for students.

The teacher should properly determine the limit of the work, and tell the student how to carry out the work. He should see to it that the time spent on home work is the time spent on useful study. Home work has it own peculiar nature. It is not proper to put too much burden on the students. It should be such that may be easily done by the student unaided. There is no need of home work for very young boys. It should be limited only to the students of higher classes. The teacher should also keep in mind the fact that students have little time to study at home where they have many things to do.

91. AKHTAR, Raja Mahmood. Bachchon Ki Rehnumai Mein Ta'arruf Ki Ahmiyat (The Importance of Introduction in the Guidance of Children) --- Ta'aleem-o-Tadrees (Lahore) 4(4): 59-66, July 1971 (U).

"Introduction" has great importance in education and teaching. It is of two types: 1) self-introduction, i.e., a knowledge of self, and 2) introduction of the environment, i.e., knowledge of the environment. A man cannot adjust himself to his surroundings if he does not know about the things that surround him. This lack of knowledge creates difficulty in education as well as in practical life. Self-awareness is an important factor for self-development. Similarly the knowledge of the environment is a big asset for a better understanding of the people and things around.

The article discusses in some detail how knowledge of the self and of the things around should be acquired. The role of guidance in school is also discussed in this context.

92. ALI, Asghar. Tadrees Kay Nazaryaat Aur Amal Mein Tafawut Aur Uska Tadaruk (The Contradictions Between Theory and Practice of Teaching and Their Check) --- Sanuvi Ta'aleem (Lahore) 3(4): 18-29, March 1970 (U).

The subject of study is the various contradictions between the theory and practice of teaching. The theories of teaching include the fundamental principles that a teacher must know, and he should translate these principles into practice while teaching. However, in actual teaching these principles are ignored. The quantum of difference between theory and practice differs from teacher to teacher and from school to school.

The various reasons and factors of the existing contradictions have been analyzed, and suggestions have been put forward for reducing these contradictions in actual teaching.

93. BHATTI, Akhtarul Hasan. Ta'allum Ka Tajzia (The Analysis of Learning) --- Sanuvi Ta'aleem (Lahore) 5(2): 1-18, September 1971 (U).

The will to learn is the basic fact in the process of learning. This will is present when the purpose is strong and the mind is fully receptive. In this situation the will drives the student to work hard which brightens the possibilities of success. For better results good teachers always try to create the will among their students. Attempts should be made to prepare the students to fight for clearcut objectives. The object of education is not the mere passing of examinations, it should have bigger and real objectives to attract the attention of the students.

In the process of learning the taught leans not only the subject matter of teaching, but also many other things. This coincidental learning is very important, and the teacher should see to it that the student learns constructive things. Learning is also acquired by association, but these associations should be natural and logical. The fear of punishment and the expectation of award are not natural associations. The incentive for learning should be basically spontaneous.

94. BUTT, Mahmood. Angrazi Zaria-e-Ta'aleem ( English As Medium of Instruction ) --- Mashriq (Karachi) January 26, 1971 (U).

Twenty-four years have passed since the inception of Pakistan, but traces of slavery still exist. One of them is English as the medium of instruction. Despite higher tuition fee in missionary schools and colleges, people still take pride in admitting their wards in these institutions. This tendency has divided the student community into two groups. One group of students comprises those who receive education through the medium of Urdu and the other those who prefer English as medium of instruction. This has created a wide gulf between the two groups . Pakistan is perhaps the only country were English still occupies a high and important place in the field of education.

95. FAROOQI, Ibadullah. Ajaikhanon Ka Asar Amali Ta'aleem par ( The Effect of Museums on Practical Education ) --- Sanuvi Ta'aleem (Lahore) 5(1) : 18-24, June 1971 (U).

Museums are not only the store houses of antiques and valuables, but are also the depositories of national achievements present and past. As depositories of our history and culture, the museums have great educative value. Western countries have specialized in the art of museum keeping. For them museums are an educative necessity, because they provide practical knowledge of things.

In Pakistan we have just started the movement of museums, and we have to do much to provide our students with a network of museums covering the whole range of our national life, both past and present. The first step in this direction is to accept the museums as a medium of practical education. In order to utilize museums for educative purpose, we have to divide them into two categories, one for the pupils of primary classes and the other for the students of higher classes. Special lectures should be arranged in museums for the benefit of students. As in Europe and America, the establishment of travelling museums is suggested.

96. FATMAH, Mahjabeen. Hamara Nizam-e-Ta'aleem ( Our Educational System ) Hurriyat ( Karachi ) January 13, 1971 (U).

One of the most pestering questions in our existing system of education is the question of medium of instruction. With the exception of a few schools, the medium of instruction in the government and non-government schools is Urdu, but when the students move to a college, they have suddently to switch over to English as the medium of instruction of which they have acquired only working knowledge . The result is distressing. Despite repeated demands, the authorities have so far given no thought to the propriety of replacing English by Urdu at the higher stages of education. Citing the example of Japan, where science and other subjects are taught in the Japanes Language, the writer asks for immediate steps to introduce this reform. It is, however, gratifying to note that the medium of instruction in one or two colleges in the country is Urdu. But no arrangements have been made either to translate into Urdu books on medical, engineering, and other technical subjects, or to train teachers to employ Urdu as the medium of instruction.

97. HAQUE, Abu-Obaidul. Medium of Instruction in Education --- Morning News ( Dacca ) February 21, 1971.

The question of retaining English as the medium of instruction has become a highly controversial issue among the linguists, educational administrators, classroom teachers, students, and the parents. But unfortunately no decision to retain or abondon this language in the schools has yet been taken. This situation needs to be rectified by accepting the mother tongue as the first language and English as the second language. Many countries, such as Russia, France, Japan, and Germany, have adopted mother tongue as the medium of instruction in schools. If we honestly wish to introduce mother tongue as the medium of instruction, we should start a program of translating and printing material available in various fields of education and research in foreign languages. English may be retained as the second language whereever necessary in our schools.

98. NIKHAT, Tahira. Qadeem-o-Jadeed Nazriae Tadrees ( Ancient and Modern Methods of Teaching ) --- Pikro Khyial ( Karachi ) 9(March,April): 27-32. 1971 (U).

This is a comparative picture of ancient and modern methods of teaching. According to the conventional method the idea behind education was to stuff the mind of the student with all existing knowledge irrespective of his individual aptitude and needs. He was expected to learn every subject. The entire education was teacher centered and the student had no say in it.

The modern methods of teaching are a revolt against the old order. The present system is centered on the student and fits in with his aptitude and needs. The purpose of teaching is not to fill the mind

of the student with a mass of irrelevant information. On the other hand, modern education aims at preparing the student to use his knowledge in life. Compulsion and force has no place in the modern techniques of teaching. It is child-centered and the role of the teacher is that of a guide who shows the path. It is the child who is to actually march on this path. School environment has great importance in modern education. The school should be like a home and the child should have no fear of it. Further, teaching should be in harmony with the changing needs of the time.

99. Qaumi Scienci Melay ( The National Scientific Fair ) --- Hurriyat ( Karachi ) March 20, 1971 (U).

If we really want to compete with the world we have to give serious thought to adopt science in all walks of life. A nation in the modern world can never make progress without scientific knowledge. The other day a scientific fair was held in Karachi, which showed that our scientists have tremendous interest in scientific knowledge and are also endevoring hard to promote this subject in the country. It is heartening to see that our youths are attracted to scientific knowledge and pursuit of scientific education is gradually increasing. This kind of fair will help create further interest in our young students. This will also bring to their notice the latest developments in this field throughout the world. Therefore this kind of fair should not be restricted to one place only. It should be held throughout the country. Through such fairs science can be made popular among all the students.

100. QURESHI, Tanveer Khalid. Istiqrai Aur Istikhraji Tariqae Ta'aleem ( Inductive and Deductive Methods of Education ) --- In : Usool-e-Ta'aleem, 41-47. Karachi, Urdu Academy Sind. July 1971 (U).

There are two methods of teaching, namely, industive and deductive, and both may be used in one lesson. In the inductive method a number of cases or examples are put before the student and he is required to draw some conclusions from them. The deductive method is applied for verifying and confirming the results obtained from the inductive method, and thus both methods are used in one lesson.

The writer has explained both the inductive and the deductive methods of teaching with the help of examples. It is also pointed out that the two methods are related to each other and cannot be separated. In order to successfully complete the lession both these methods are used, thus creating the habit of thorough observation and application of given facts.

101.QURESHI, Tanveer Khalid. Jama'ati Tadress ( Classroom Teaching ) --- In : Usool-e-Ta'aleem, 66-73. Karachi, Urdu Academy Sind July 1971 (U).

Teaching is generally done in a classroom. A classroom usually contains 30 to 40 students. There are many advantages of classroom teaching including 1) the saving of time, labor, and expenses; 2) the development of social habits in the students; 3) the creation of a spirit of competition which provides opportunities for self-assertion to the students; and 4) the development of the spirit of mutual cooperation. Along with these advantages, there are also some disadvantages, such as the negelect of individual traits of children, lack of proper attention to individual students, etc.

The writer gives some useful guidelines for making classroom teaching a success. The guidelines are : 1) the teacher should have thorough knowledge of the subject he is teaching; 2) he should organize his lesson properly; 3) where possible, the teacher should use audio-ivisual aids in teaching; 4) the teacher should pay equal attention to the whole class; and 5) the teacher's behavior should be normal and natural.

102.QURESHI, Tanveer Khalid. Kilass Mein Kis Tarah Sabaq Parhaiya Jai ( How to Teach Lesson in Classroom?) --- In : Usool-e-Ta'aleem, 48-54. Karachi, Urdu Academy Sind, July 1971 (U).

A teacher uses different methods of teaching in a classroom according to the needs and special requirements. However, the basic steps of teaching remain the same. A lesson is divided into different stages arranged in a logical order which has to be strictly followed. The various stages involved in teaching a lesson are : 1) preparation; 2) statement of aim; 3) presentation or development of lesson ; 4) generalization; and 5) application.

The various stages are explained in some detail with the help of examples and it is pointed out that strict adherence to this scheme of stages is essential for the successesful teaching of a lesson.

103.QURESHI, Tanveer Khalid. Panch Aam Pasand Maqualay ( Five Maxims of Teaching ) --- In : Usool-e-Ta'aleem, 34-40. Karachi, Urdu Academy Sind, July 1971 (U).

Five important maxims of better teaching are discussed here. The maxims are : 1) from the known to the unknown; 2) from the concrete to the abstract; 3) from the particular to the general ; 4) from the easy to the more difficult; and 5) from the simple to the complex. These maxims are explained with the help of various examples and it is pointed out that a teacher should keep in mind these maxims while engaged in the process of teaching. However,

a teacher is not supposed to follow these maxims to the letter. He has to apply them as required by the circumstances and special needs of the pupils and the time.

104.QURESHI, Tanveer Khalid. Sam'ai-o-Basri E'anatein ( Audio-visual Aids) --- In : Usool-e-Ta'aleem, 90-105. Karachi, Urdu Academy Sind. July 1971 (U).

No one can deny the utility and benefits of audio-visual aids in the process of teaching. Through audio-visual aids a much better impression of things is carried to the learner. Modern psychology lays great emphasis on the use of audio-visual aids in teaching. A Child learns through his various senses and the best way of appealing to his senses is through audio-visual aids. These aids provide a direct and purposeful experience and thus simplify the process of learning. Concrete and visual lession is easier to learn and more interesting for the students than the lesson imparted only through verbal symbols which are abstract . A child does not follow abstract symbols easily, and they are less appealing as compared to concrete symbols.

Different audio-visual aids are discussed in some detail, and it is explained how these aids help in making the process of learning easier.

105.QURESHI, Tanveer Khalid. Sawalaat ( Questions)) --- In : Usool-e-Ta'aleem, 83-89. Karachi, Urdu Academy Sind. July 1971 (U).

Questions have great importance in the process of teaching. During lessons questions are asked mainly by the teacher and sometimes by the students. The teacher asks questions to find out if the lesson has been understood by the students. The students ask questions when they find some difficulty in understanding the lesson. It is the responsibility of the teacher to give clear and complete answers to all such questions.

Every question has some purpose behind it, and it is the duty of the teacher to put appropriate questions during lessons. Putting questions is an art, and good and useful questioning needs special tact. How and when questions should be asked depends on the nature, intelligence and ability of the teacher. Some useful suggestions have been made for putting good questions . It is also disucssed how a teacher should behave when the students put questions to him.

106.QURESHI, Tanveer Khalid. Tadress Ki Noui'yyat ( The Nature of Teaching ) --- In : Usool-e-Ta'aleem, 21-26, Karachi, Urdu Academy Sind. July, 1971 (U).

The function of teaching involves three factors, namely, the teacher, the taught, and the subject-matter of teaching. The teacher is an adult well educated man. He strives to create in the child an interest in education that will be useful to him in his actual life. The teacher's personality is very active during the teaching process, and with the help of his personality he creates a lively relationship between the taught and the subject-matter. The personality of the child is inherently full of activity which should be encouraged by the teacher. The teaching should be such that the child gets an opportunity to actively participate in the process.

The study of educational psychology is a must for the teacher. The subject of educational psychology helps the teacher in understanding personality of the child and finding out how he can learn easily. The teacher should also have command over the subject he is teaching and should also know the proper method of teaching. A teacher is also expected to critically judge his own capabilities and know where he is lacking in the technique of teaching. Good humour can play a big role in controling the mishehavior of students.

107. QURESHI, Tanveer Khalid. Usool-e-Tadrees (Principles of Teaching) --- In: Usool-e-Ta'aleem, 27-33. Karachi, Urdu Academy Sind, July 1971 (U).

Sound teaching produces good students. The more interesting the method of teaching is, the easier will be the process of learning for the child. On the basis of child psychology, educators have deduced a number of principles for making the process of learning easier for the child.

The principles discussed are: 1) the principle of activity; 2) the principle of linking the new with the old experience; 3) the principle of interest; 4) the principle of definite aim; 5) the principle of selection; 6) the principle of division of lessons; and 7) the principle of revision and practice. These principles are explained with the help of examples, and it is pointed out that these principles help making the process of learning easier for the child.

108. SIDDIQI, Shaukat Ali. Towards Promoting the Use of Instructional Technology in Pakistan --- Pakistan Educational Review (Islamabad) 7: 37-62, July 1971.

Never before has mankind been faced with the problem of providing so much learning to so many students. The great challenge of ..

this situation can hardly be met by the traditional approach to teaching. To overcome this educational crisis we have to capitalize upon the instructional resources which modern technology has placed at our disposal.

Realizing the importance of technology in furthering the cause of education, the advanced societies of the world are rapidly increasing their investment in instructional technology. The field of audio-visual aids has recently acquired new importance with the advancement of technology in the world. The use of audio-visual aids has not only stimulated new developments in classroom instruction but also altered the entire approach to the acquisition of practical knowledge. Effective learning is best accomplished by the planned and thoughtful use of audio-visual media. All components of the learning process, particularly the hearing and seeing part of it, are best served by the utilization of these media.

There is a detailed discussion of the range of instructional technology and its use in Pakistan.

**********

# W R I T E R S' I N D E X


ABEDIN, A.K. Zainul, 34
AFREEDI, Mohammad Azim, 5
AHMAD, Farooq, 28
AHMAD, Manzoor, 18
AHMED, ChowdhuryFazal, 40 & 41
AHMED, Khawaja Nazir, 7
AHMED,Mumtaz, 38
AHMED, Rashiduddin, 18
AKHTAR, Raja Mahmood, 42
AKHTAR, Rashid Mohammad, 10
ALAM, Fazlul, 18
ALI, Asghar, 33 & 42
AL-MOOTI, Abdullah, 14
AMIN, Nurul, 8
ANSARI, S.M., 29
ASLAM, Khawaja Mohammad, 6
AZFAR, Kamal,27
BAKHTIARI, Anjum, 19
BARELVI, Syed Altaf Ali, 14
BASHIR, Ahmad, 15
BEG, Altaf Ali, 31
BEG, Farhatullah, 19
BHATTI, Akhtarul Hasan, 42
BUTT, Mahmood, 43
BUTT, Mahmoodul Hasan, 4
CHOUDHURI, S.Z., 12
CHOUDHURY, Shafiqur Rahman, 20
FAROOQI, Ibadullah, 30 & 43
FATMAH, Mahjabeen, 43
GHAZI, Mohammed Ismail, 20
HABIB, Hasan, 33
HAIDER, Syed Jalaluddin, 21
HAMID, Abdul, 37
HAMID, Raja Abdul, 34
HANIF, Akhtar, 21
HAQ, Mohammed Izharul, 16
HAQ, Mazharul, 34
HAQ, Shamsul, 35
HAQ, Tajammul, 36
HAQ,Zahoorul, 32
HAQUE, Abdul, 38
HAQUE, Abu Obaidul, 44
HAQUE, Mozammel, 3
HOSAIN, Muzaffar, 10
HUDA, Noorul, 11
HUSAIN, Azhar, 13
HUSAIN, Inam, 9
HUSAIN, Tajummul, 36
IDREES, Mohammad, 1
ISHAQUE, Shamsuddin Mohammad, 6
ISLAM, Rafiqul, 15
JAHAN, Salim, 27
KABIR, Lutful, 29
KAZMI, Ali Shabbar, 4
KHALEQ, Selina, 6
KHAN, Malik Mohammed Yousuf, 1
LATIF, Abdul, 35
MANZOOR, Suraiya, 39
MIRZA, M.H., 22
MOINUDDIN, G., 37
NABI, S.A., 9
NAWAZ, Choudhury Mohammed, 17

NAZAM, Zeeshan, 39
NIKHAT, Tahira, 44
NUR, A.K.N. Abdur, 22
QURAISHI, R.A., 28
QURESHI, Azra, 22
QURESHI, Ishtiaq Hussain, 39
QURESHI, Tanveer, Khalid, 7,30,45,46 & 47
RAHMAN, M.S., 2
RANA, Maqbool A., 16
RAZZAQ, Abdul, 11
RIAZUDDIN, Syed, 23
ROUF, Abdur, 31
RUSTOMJEE, Aban, 23
SABZWARI, Ghaniul Akram, 24
SAJID, Mohammad Sajjad, 25
SALAM, Abdus, 32
SHAHABUDDIN, M., 25
SHAIFULLAH, 12
SHAMI, Parwaiz, 2
SHAMSUDDOULAH, A.B.M. 25
SIDDIQUI, M. Raziuddin, 9
SIDDIQI, Muhammad Naqui, 26
SIDDIQI, Sahukat Ali, 48
ZAMAN, Hasan, 17
ZUBERI, Mhammed Hussain Khan, 29

**********